**CAMILLA PERSSON BENBOW** September 2026
**Patricia and Rodes Hart Dean of Education and Human Development**
**Peabody College**
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**Educational Background**

BA (1977-Psychology), MA (1978-Psychology), MS (1980-Education), and EdD (1981-Gifted), Johns Hopkins University

**Dissertation**

Development of Mathematical Talent

**Academic Background**

Dean, Peabody College of Education and Human Development, 7/98-present

Professor, Department of Psychology and Human Development, Vanderbilt University, 7/98-present

Interim Dean, College of Education, Iowa State University, 7/96-6/98

Chair, Department of Psychology, Iowa State University, 7/92-6/98

Distinguished Professor, Department of Psychology, Iowa State University, 7/95-6/98

Professor, Department of Psychology, Iowa State University, 8/90-6/95

Associate Professor, Department of Psychology, Iowa State University, 7/85-8/90

Assistant Professor, Department of Sociology (part-time), Johns Hopkins University, 7/83-4/86

Associate Research Scientist, Department of Psychology, Johns Hopkins University, 5/81-4/86

**Administrative Positions (Not Listed Above)**

Director, Iowa Talent Search Program, Iowa State University, 8/89-6/98

Director, Office of Precollegiate Programs for Talented and Gifted, Iowa State University, 9/87-6/98

Director, CY-TAG (Challenges for Youth - Talented and Gifted), Iowa State University, 9/86-6/98

Co-Director, Iowa Governor's Institute for the Gifted and Talented, Iowa State University, 10/89-91

Co-Director, Study of Mathematically Precocious Youth (SMPY), 7/91-present

Director, Study of Mathematically Precocious Youth (SMPY), Iowa State University, 5/86-6/91

Co-Director of Study of Mathematically Precocious Youth (SMPY), Johns Hopkins University, 7/85-4/86

Associate Director, Study of Mathematically Precocious Youth (SMPY), Johns Hopkins University, 5/81-7/85

Assistant Director, Study of Mathematically Precocious Youth, Johns Hopkins University, 6/79-6/81

**Professional Service Committees and Boards**

Learning Care Group, Board of Directors, 2016-Present

Full Bloom, Board of Directors, 2022-present

Research Advisory Board, National Center for Giftedness, University of Connecticut
2015-Present

Oak Ridge Institute for Science and Education (ORISE) Distinguished Scientists Advisory Board, 2016-2019

Emirates College for Advanced Education, International Advisory Board, 2015- Present

CAEP (Council for the Accreditation of Educator Preparation)

Committee on Standards and Performance Reporting, Chair, 2012-2013

Fisk University, Board of Trustees, 2011-2014

Mayor's Task Force on High School Dropouts (Nashville), 2008

National Science Board, 2006-2012

American Educational Research Association, Fellow Committee, 2007-2011

Math/Science Teacher Imperatives, National Association of State Universities and Land-Grant Colleges, 2006-2008

American Psychological Foundation Board, 2001-

National Math Panel, Vice-Chair, 2006-2008

NCATE Task Force on Specialty Program Accreditation, 2003-2004

Executive Committee, Association of Colleges & Schools of Education in State Universities, Land Grant Colleges, and Affiliated Private Universities (ACSESULGC/APU), 2002-2007
Chair of Evidence Based Practice Subcommittee

OIA, American Educational Research Association (AERA) Board Member, 2002-2004

Publications Committee, Division 15 of APA, 2001-2004

National Research Council Panel on Advanced Study in Math and Science, 1999-2002

American Psychological Association's Presidential Task Force on Prevention-Chair of Sub-Committee on Nurturing High Talent, 1997-1999

American Psychological Association's Committee on Accreditation-Representing the Council of Graduate Departments of Psychology, 1996-1999

Iowa Academy of Education, Vice-President & President-elect, 1996-98

Annual Convention Program Planning Committee, American Educational Research Association, 1994-95

Research Science Institute Selection Committee, 1993

Publications Committee, National Association of Gifted Children, 1990-93

NSF Review Panel for the Early Scholars Program, 1990-92

**Honors**

Dunnette Prize (2026). Society for Industrial and Organizational Psychology Foundation

*Gifted Child Quarterly* (2025) Paper of the Year Award

*Gifted Child Quarterly* (2024) *Ranked 1st among scientists in the field of mathematical giftedness*

*Gifted Child Quarterly* (2021) Paper of the Year Award

World Council for Gifted and Talented Children: International Award for Research, 2019

International Society for Intelligence Research: *Lifetime Achievement Award: For Outstanding Contributions to the Field of Intelligence,* 2018

American Association for College Teachers Education, David Imig Award, 2010

National Association for Gifted Children (NAGC), President's Award, 2009

Inaugural Fellow, AERA, 2009

APA George A. Miller Award - Division 1 (Outstanding Article in General Psychology), 2009

Fellow, AERA

Distinguished Alumna Award, Johns Hopkins University, 2008

Mensa Education Research Foundation (MERF) Lifetime Achievement Award, 2004

Fellow, APA Divisions 3 and 15

Fellow, Association for Psychological Science

APA George A. Miller Award - Division 1 (Outstanding Article in General Psychology), 1999

Phi Kappa Phi, 1997

Iowa Academy of Education - Charter Member, 1996

American Association of University Women Distinguished Scholar Award, 1996

Distinguished Professor, 1995

Distinguished Scholar Award, National Association for Gifted Children, 1992

Who's Who in America, 1991

Society of Scholars, The Johns Hopkins University, 1991

Best Research Paper on Gifted--National Association of Gifted Children, 1987

Early Scholar Award of the National Association of Gifted Children, 1985

Mensa Award for Research Excellence, 1985, 1986, 1989, 1992, 1994, 1995, 1997, 2002, 2003, 2008, 2011, 2012, 2013, 2016

Spencer Fellow, alternate, 1984, 1985, 1986

American Educational Research Association, Division E, Research Award in Human Development, 1983

Doctorate with Distinction, The Johns Hopkins University, 1981

John Curtis Gowan Graduate Student Research Prize of the National Association for Gifted Children, November 1980, 1981

Phi Beta Kappa, The Johns Hopkins University, 1977

BA with Honors, The Johns Hopkins University, 1977

**Books**

Benbow, C. P., & Lubinski, D. (Eds.). (1996). *Intellectual talent: Psychometric and social issues.* Baltimore, MD: Johns Hopkins University Press.

Benbow, C. P., & Stanley, J. C. (Eds.). (1983). *Academic precocity: Aspects of its development.* Baltimore, MD: Johns Hopkins University Press.

**Publications (Refereed)**

Bernstein, B. O., Lubinski, D., & Benbow, C. P. (in preparation). Gender-differentiating effects of parenthood on income among high-potential individuals in the context of other valued aspects of life.

McCabe, K. O., Kell, H. J., Lubinski, D., & Benbow, C. P. (under review). Community engagement of intellectually prodigious individuals: The underappreciated side of their societal impact.

Noreen, G. D., Lubinski, D., & Benbow, C. P. (2025). In their own voice: Educational perspectives from intellectually precocious youth as adults. *Gifted Child Quarterly, 69,* 307-332.

Lubinski, D., Benbow, C. P., McCabe, K. O., & Bernstein, B. O. (2023). Composing meaningful lives: Exceptional women and men at age 50. *Gifted Child Quarterly, 67,* 278-305.

Kell, H. J., McCabe, K. O., Lubinski, D., & Benbow, C. P. (2022). Wrecked by success? Not to worry. *Perspectives on Psychological Science, 17,* 1291-1321.

Bernstein, B. O., Lubinski, D., & Benbow, C. P. (2021). Academic acceleration in gifted youth and fruitless concerns regarding psychological well-being: A 35-year longitudinal study. *Journal of Educational Psychology, 113,* 830-845.

Lubinski, D., & Benbow, C. P. (2021). Intellectual precocity: What have we learned since Terman? *Gifted Child Quarterly, 65*, 3-28.

McCabe, K. O., Lubinski, D., & Benbow, C. P. (2020). Who shines most among the brightest?: A 25-year longitudinal study of elite STEM graduate students. *Journal of Personality and Social Psychology, 119,* 390-416.

Bernstein, B. O., Lubinski, D., & Benbow, C. P. (2019). Psychological constellations assessed at age 13 predict distinct forms of eminence 35 years later. *Psychological Science, 30,* 444-454.

Makel, M. C., Kell, H. J., Lubinski, D., Putallaz, M, & Benbow, C. P. (2016). When lightning strikes twice: Profoundly gifted, profoundly accomplished. *Psychological Science*, *27*, 1004-1018.

Lubinski, D., Benbow, C. P., & Kell, H. J. (2014). Life paths and accomplishments of mathematically precocious males and females four decades later. *Psychological Science, 25,* 2217-2232.

Kell, H. J., Lubinski, D., Benbow, C. P., & Steiger, J. H. (2013). Creativity and technical innovation: Spatial ability's unique role. *Psychological Science, 24*, 1831-1836.

Kell, H. J., Lubinski, D., & Benbow, C. P. (2013). Who rises to the top? Early indicators. *Psychological Science, 24*, 648-659.

Park, G., Lubinski, D., & Benbow, C. P. (2013). When less is more: Effects of grade skipping on adult STEM accomplishments among mathematically precocious youth. *Journal of Educational Psychology, 105,* 176-198.

Ferriman-Robertson, K., Smeets, S., Lubinski, D., & Benbow, C. P. (2010). Beyond the threshold hypothesis: Even among the gifted and top math/science graduate students, cognitive abilities, vocational interests, and lifestyle preferences matter for career choice, performance, and persistence. *Current Directions in Psychological Science*, *19*, 346-351.

Wai, J., Lubinski, D., Benbow, C. P., & Steiger, J. H. (2010). Accomplishment in science, technology, engineering, and mathematics (STEM) and its relation to STEM educational dose: A 25-year longitudinal study. *Journal of Educational Psychology*, *102*, 860-871.

Ferriman, K., Lubinski, D., & Benbow, C. P. (2009). Work preferences, life values, and personal views of top math/science graduate students and the profoundly gifted: Developmental changes and sex differences during emerging adulthood and parenthood. *Journal of Personality and Social Psychology, 97*, 517-532.

Wai, J., Lubinski, D., & Benbow, C. P. (2009). Spatial ability for STEM domains: Aligning over fifty years of cumulative psychological knowledge solidifies its importance. *Journal of Educational Psychology*, *101*, 817-835.

Park, G., Lubinski, D., & Benbow, C. P. (2008). Ability differences among people who have commensurate degrees matter for scientific creativity. *Psychological Science, 19,* 957-961.

Halpern, D. F., Benbow, C. P., Geary, D. C., Gur, R., Hyde, J. S., & Gernsbacher, M. A. (2007). The science of sex differences in science and mathematics. *Psychological Science in the Public Interest, 8,* 1-51.

Park, G., Lubinski, D., & Benbow, C. P. (2007). Contrasting intellectual patterns for creativity in the arts and sciences: Tracking intellectually precocious youth over 25 years. *Psychological Science, 18,* 948-952.

Webb, R. M., Lubinski, D., & Benbow, C. P. (2007). Spatial ability: A neglected dimension in talent searches for intellectually precocious youth. *Journal of Educational Psychology, 99,* 397-420.

Lubinski, D., & Benbow, C. P. (2006). Study of Mathematically Precocious Youth after 35 years: Uncovering antecedents for the development of math-science expertise. *Perspectives on Psychological Science, 1,* 316-345.

Benbow, C. P., & Lubinski, D. (2006). Julian C. Stanley, Jr. (1918-2005). *American Psychologist, 61,* 251-252.

Lubinski, D., Benbow, C. P., Webb, R. M., & Bleske-Rechek, A. (2006). Tracking exceptional human capital over two decades. *Psychological Science, 17,* 194-199.

Wai, J., Lubinski, D., & Benbow, C. P. (2005). Vocational achievement and creativity among intellectually precocious youth: An age 13 to age 33 longitudinal study. *Journal of Educational Psychology, 97,* 484-492.

Bleske-Rechek, A., Lubinski, D., & Benbow, C. P. (2004). Meeting the educational needs of special populations: Advanced Placement's role in developing exceptional human capital. *Psychological Science, 15,* 217-224.

Webb, R. M., Lubinski, D., & Benbow, C. P. (2002). Mathematically facile adolescents with math/science aspirations: New perspectives on their educational and vocational development. *Journal of Educational Psychology, 94,* 785-794.

Lubinski, D., Benbow, C. P., Shea, D. L., Eftekhari-Sanjani, H., & Halvorson, M. B. J. (2001). Men and women at promise for scientific excellence: Similarity not dissimilarity. *Psychological Science, 12,* 309-317.

Lubinski, D., Webb, R. M., Morelock, M. J., & Benbow, C. P. (2001). Top 1 in 10,000: A 10-year follow-up of the profoundly gifted. *Journal of Applied Psychology, 86,* 718-729.

Shea, D. L., Lubinski, D., & Benbow, C. P. (2001). Importance of assessing spatial ability in intellectually talented young adolescents: A 20-year longitudinal study. *Journal of Educational Psychology, 93,* 604-614.

Benbow, C. P., Lubinski, D., Shea, D. L., & Eftekhari-Sanjani, H. (2000). Sex differences in mathematical reasoning ability: Their status 20 years later. *Psychological Science, 11,* 474-480.

Lubinski, D., & Benbow, C. P. (2000). States of excellence. *American Psychologist, 55,* 137-150.

Achter, J. A., Lubinski, D., Benbow, C. P., & Eftekhari-Sanjani, H. (1999). Assessing vocational preferences among gifted adolescents adds incremental validity to abilities: A discriminant analysis of educational outcomes over a 10-year interval. *Journal of Educational Psychology, 91,* 777-786.

Fisher, P. J., Turic, D., Williams, N. M., McGiffin, P., Asherson, P., Ball, D., Craig, I., Eley, T., Hill, L., Chorney, K., Chorney, M. J., Benbow, C. P., Lubinski, D., Plomin, R., & Owen, M. J. (1999). DNA pooling identifies QTLs for general cognitive ability in children on chromosome 4. *Human Molecular Genetics, 8,* 915-922.

Hill, L., Asherson, P., Ball, D., Eley, T., Ninomiya, T., Fisher, P. J., Turic, D., McGiffin, P., Owen, M. J., Chorney, K., Chorney, M. J., Benbow, C. P., Lubinski, D., Thompson, L. A., Plomin, R. (1999). DNA pooling and dense marker maps: A systematic search for genes for cognitive ability. *NeuroReports, 10,* 843-848.

Ball, D., Hill, L., Eley, T. C., Chorney, M. J., Chorney, K., Thompson, L. A., Detterman, D. K., Benbow, C. P., Lubinski, D., Owen, M., McGuffin, P., & Plomin, R. (1998). Dopamine markers and general cognitive ability. *NeuroReports, 9,* 347-349.

Chorney, M. J., Chorney, K., Seese, N., Owen, M. J., McGuffin, P., Daniels, J., Thompson, L. A., Detterman, D. K., Benbow, C. P., Lubinski, D., Eley, T. C., Plomin, R. (1998). A quantitative trait locus (QTL) associated with cognitive ability in children. *Psychological Science, 9,* 159-166.

Petrill, S. A., Ball, D., Hill, L., Plomin, R., McClearn G. E., Smith, D. L., Chorney, K., Chorney, M., Seese, N., Detterman, D. K., Thompson, L. A., Benbow, C. P., Lubinski, D., Daniels, J., Owen, M. J., & McGuffin, P. (1998). Failure to replicate a QTL association between a DNA marker identified by EST00083 and IQ. *Intelligence, 25,* 179-184.

Petrill, S. A., Plomin, R., McClearn, G. E., Smith, D. L., Vignetti, S., Chorney, M. J., Chorney, K., Thompson, L. A., Detterman, D. K., Benbow, C. P., Lubinski, D., Daniels, J., Owne, M., & McGuffin, P. (1998). No association between general cognitive ability and the A1 Allele of the D2 dopamine receptor gene. *Behavior Genetics, 27,* 29-31.

Schmidt, D. B., Lubinski, D., & Benbow, C. P. (1998). Validity of assessing educational-vocational preference dimensions among intellectually talented 13-year-olds. *Journal of Counseling Psychology, 45,* 436-453.

Achter, J. A., Benbow, C. P., & Lubinski, D. (1997). Multipotentiality among the gifted: Is it a pervasive problem? *Gifted Child Quarterly, 41,* 2-12.

Achter, J. A., Lubinski, D., & Benbow, C. P. (1996). Multipotentiality among intellectually gifted: It was never there and already it's vanishing. *Journal of Counseling Psychology, 43,* 65-76.

Alexander, J. E., O'Boyle, M. W., & Benbow, C. P. (1996). Developmentally advanced EEG alpha power in gifted male and female adolescents. *International Journal of Psychophysiology, 23,* 25-31.

Benbow, C. P., & Stanley, J. C. (1996). Inequity in equity: How current educational equity policies place able students at risk. *Psychology, Public Policy, and Law, 2,* 249-293.

Lubinski, D., Schmidt, D. B., & Benbow, C. P. (1996). A 20-year stability analysis of the Study of Values for intellectually gifted individuals from adolescence to adulthood. *Journal of Applied Psychology, 81,* 443-451.

Petrill, S. A., Plomin, R., McClearn, G. E., Smith, D. L., Vignetti, S., Chorney, M. J., Chorney, K., Thompson, L. A., Detterman, D. K., Benbow, C. P., Lubinski, D., Daniels, J., Owen, M., & McGuffin, P. (1996). DNA markers associated with general and specific cognitive abilities. *Intelligence, 23,* 191-203.

Casey, M. B., Nuttall, R., Pezaris, E., & Benbow, C. P. (1995). The influence of spatial ability on gender differences in math college entrance test scores across diverse samples. *Developmental Psychology, 31,* 697-705.

Haier, R., & Benbow, C. P. (1995). Sex differences and lateralization in temporal lobe glucose metabolism during mathematical reasoning. *Developmental Neuropsychology, 11,* 405-414.

Lubinski, D., & Benbow, C. P. (1995). Optimal development of talent: Respond educationally to individual differences in personality. *Educational Forum, 59,* 381-392.

Lubinski, D., Benbow, C. P., & Ryan, J. (1995). Stability of vocational interest among the intellectually gifted from adolescence to adulthood: A 15-year longitudinal study. *Journal of Applied Psychology, 80,* 90-94.

O'Boyle, M. W., Benbow, C. P., & Alexander, J. E. (1995). Sex differences, hemispheric laterality, and associated brain activity in the intellectually gifted. *Developmental Neuropsychology, 11,* 415-443.

Sanders, C. E., Lubinski, D., & Benbow, C. P. (1995). Does the Defining Issues Test measure psychological phenomena distinct from verbal ability?: An examination of Lykken's query. *Journal of Personality and Social Psychology, 69,* 498-504.

Gibbons, F. X., Benbow, C. P., & Gerrard, M. (1994). From top dog to bottom half: Social comparison strategies in response to poor performance. *Journal of Personality and Social Psychology, 67,* 638-652.

O'Boyle, M. W., Gill, H. S., Benbow, C. P., & Alexander, J. E. (1994). Concurrent finger-tapping in mathematically gifted males: Evidence for enhanced right hemisphere involvement during linguistic processing. *Cortex, 30,* 519-526.

Dark, V. J., & Benbow, C. P. (1994). Type of stimulus mediates the relationship between performance and type of precocity. *Intelligence, 19,* 337-357.

Casey, M. B., Winner, E., Benbow, C. P., Hayes, R., & DaSilva, D. (1993). Skill at image generation: Handedness interacts with strategy preference for individuals majoring in spatial fields. *Cognitive Neuropsychology, 10,* 57-77.

Benbow, C. P. (1992). Academic achievement in math and science between ages 13 and 23: Are there differences in the top one percent of ability? *Journal of Educational Psychology, 84,* 51-61.

Benbow, C. P. (1992). Introduction to the Special Issue - Challenging the gifted: Grouping and acceleration. *Gifted Child Quarterly, 36,* 59.

Benbow, C. P. (1992). Progress in gifted education - Everywhere but here! *Gifted Child Today, 15,* 15-19.

Benbow, C. P., Argo, T. A., & Glass, L. W. (1992). Meeting of the needs of gifted students in rural areas through acceleration. *Gifted Child Today, 15,* 15-19.

Lubinski, D., & Benbow, C. P. (1992). Gender differences in abilities and preferences among the gifted: Implications for the math/science pipeline. *Current Directions in Psychological Science, 1,* 61-66.

Swiatek, M. A., & Benbow, C. P. (1992). Nonacademic correlates of satisfaction with accelerative programs. *Journal of Youth and Adolescence, 21,* 699-723.

Benbow, C. P., Arjmand, O., & Walberg, H. J. (1991) Productivity predictors among the intellectually talented. *Journal of Educational Research, 84,* 215-223.

Dark, V. J., & Benbow, C. P. (1991). Differential enhancement of working memory with mathematical and vertical precocity. *Journal of Educational Psychology, 83,* 48-60.

O'Boyle, M. W., Alexander, J. E., & Benbow, C. P. (1991). Enhanced right hemisphere activation in the mathematically precocious: A preliminary EEG investigation. *Brain and Cognition, 17,* 138-153.

Swiatek, M., & Benbow, C. P. (1991). A 10-year longitudinal follow-up of participation in a fast-paced mathematics course. *Journal for Research in Mathematics Education, 22,* 138-150.

Swiatek, M. A., & Benbow, C. P. (1991). A ten-year longitudinal follow-up of ability matched accelerated and unaccelerated gifted students. *Journal of Educational Psychology, 83,* 528-538.

Benbow, C. P. (1990). Leta Stetter Hollingworth: A pilgrim in research in her time and ours. *Roeper Review, 12,* 210-215.

Benbow, C. P. (1990). Sex differences in mathematical reasoning ability: Further thoughts. *Behavior and Brain Sciences, 13,* 196.

Benbow, C. P., & Arjmand, O. (1990). Predictors of high academic achievement in mathematics and science by mathematically talented students. *Journal of Educational Psychology, 82,* 430-441.

Benbow, C. P., & Minor, L. L. (1990). Cognitive profiles of verbally and mathematically precocious students: Implications for identification of the gifted. *Gifted Child Quarterly, 34,* 21-26.

Brody, L. E., & Benbow, C. P. (1990). Effects of high school course-work and time on SAT scores. *Journal of Educational Psychology, 82,* 866-875.

Dark, V. J., & Benbow, C. (1990). Mathematically talented students show enhanced problem translation and enhanced short-term memory for digit and spatial information. *Journal of Educational Psychology, 82,* 420-429.

Dauber, S. L., & Benbow, C. P. (1990). Aspects of personality and peer relations of extremely talented adolescents. *Gifted Child Quarterly, 34,* 10-15.

O'Boyle, M., & Benbow, C. P. (1990). Enhanced right hemisphere involvement during cognitive processing may relate to intellectual precocity. *Neuropsychologia, 28,* 211-216.

Richardson, T. M., & Benbow, C. P. (1990). Long-term effects of acceleration on social and emotional adjustment of mathematically precocious youth. *Journal of Educational Psychology, 82,* 464-470.

Raymond, C. L., & Benbow, C. P. (1989). Educational encouragement by parents: Its relationship to precocity and gender. *Gifted Child Quarterly, 33,* 144-151.

Benbow, C. P. (1988). Sex differences in mathematical reasoning ability among the intellectually talented: Their characterization, consequences, and possible explanations. *Behavioral and Brain Sciences, 11,* 169-183, 225-232.

Benbow, C. P. (1988). Sex-related differences in precocious mathematical reasoning ability: Not illusory, not easily explained. *Behavioral and Brain Sciences, 11,* 217-232.

Benbow, C. P. (1987). Possible biological correlates of precocious mathematical reasoning ability. *Trends in Neuroscience, 10,* 17-20.

Brody, L. E., & Benbow, C. P. (1987). Accelerative strategies: How effective are they for the gifted? *Gifted Child Quarterly, 31,* 105-110.

Benbow, C. P. (1986). Physiological correlates of extreme intellectual precocity. *Neuropsychologia, 24,* 719-725.

Benbow, C. P., & Minor, L. L. (1986). Mathematically talented males and females and achievement in the high school sciences. *American Educational Research Journal, 23,* 425-436.

Brody, L. E., & Benbow, C. P. (1986). Social and emotional adjustment of adolescents extremely talented in verbal or mathematical reasoning. *Journal of Youth and Adolescence, 15,* 1-18.

Raymond, C. L., & Benbow, C. P. (1986). Gender differences in mathematics: A function of parental support and student sex-typing? *Developmental Psychology, 22,* 808-819.

Benbow, C. P., & Stanley, J. C. (1983). Constructing educational bridges between high school and college. *Gifted Child Quarterly, 27,* 111-113.

Benbow, C. P., & Stanley, J. C. (1983). Differential course-taking hypothesis revisited (A commentary). *American Educational Research Journal, 4,* 469-473.

Benbow, C. P., & Stanley, J. C. (1983). Opening doors for the gifted. *American Education, 19,* 44-46.

Benbow, C. P., & Stanley, J. C. (1983). Sex differences in mathematical reasoning ability: More facts. *Science, 222,* 1029-1031.

Benbow, C. P., Stanley, J. C., Kirk, M. K., & Zonderman, A. B. (1983). Structure of intelligence of intellectually precocious children and in their parents. *Intelligence, 7,* 129-152.

Benbow, C. P., Zonderman, A. B., & Stanley, J. C. (1983). Assortative marriage and the familiarity of cognitive abilities in families of extremely gifted students. *Intelligence, 7,* 153-161.

Stanley, J. C., & Benbow, C. P. (1983). Extremely young college graduates: Evidence of their success. *College and University, 58,* 361-371.

Stanley, J. C., & Benbow, C. P. (1983). SMPY's first decade: Ten years of posing problems and solving them. *Journal of Special Education, 17,* 11- 25.

Zak, P. M., Benbow, C. P., & Stanley, J. C. (1983). AP exams: The way to go! *Roeper Review, 6,* 100-101.

Zak, P. M., Benbow, C. P., & Stanley, J. C. (1983). Several factors associated with success as an undergraduate chemistry major in college. *College and University, 58,* 303-312.

Benbow, C. P., & Stanley, J. C. (1982). Consequences in high school and college of sex differences in mathematical reasoning ability: A longitudinal perspective. *American Educational Research Journal, 19,* 598-622.

Benbow, C. P., & Stanley, J. C. (1982). Intellectually talented boys and girls: Educational profiles. *Gifted Child Quarterly, 26,* 82-88.

Stanley, J. C., & Benbow, C. P. (1982). Educating mathematically precocious youths: Twelve policy recommendations. *Educational Researcher, 11,* 4-9.

Stanley, J. C., & Benbow, C. P. (1981-82, Winter). Using the SAT to find intellectually talented seventh graders. *College Board Review, 122,* 2-7, 26.

Benbow, C. P., & Stanley, J. C. (1980). Intellectually talented students: Family profiles. *Gifted Child Quarterly, 24,* 119-122.

Benbow, C. P., & Stanley, J. C. (1980). Sex differences in mathematical ability: Fact or artifact? *Science, 210,* 1262-1264.

**Publications (Other)**

Park, G., Lubinski, D., & Benbow, C. P. (2010). Recognizing spatial intelligence: Our schools, and our society, must do more to recognize spatial reasoning, a key kind of intelligence. *Scientific American: Minds Matter*. http://www.scientificamerican.com/article.cfm?id=recognizing-spatial-intel

Lubinski, D., & Benbow, C. P. (2001). Choosing Excellence [A response]. *American Psychologist, 56,* 76-77.

Benbow, C. P. (1990). Gender differences: Searching for some facts [Commentary]. *American Psychologist, 45,* 988.

Benbow, C. P., Napolski, A. J., & Glass, L. W. (1990). CY-TAG (Challenges for Youth-Talented and Gifted): An opportunity offered by SMPY and Iowa State University. *Illinois Council for Gifted Journal*.

Benbow, C. P., & Richardson, T. M. (1987). SMPY at ISU. *Ontario Mathematical Gazette, 25,* 23-25.

Benbow, C. P. (1985). Reporting on the impact of media reports: An accurate reflection [Letter to the editor]. *Educational Researcher, 14,* 30.

Benbow, C. P. (1984). Achievement in mathematics [Letter to the editor]. *Science, 223,* 1248.

Stanley, J. C., & Benbow, C. P. (1983). 15:1 certainly isn't catching up! [Letter to the editor]. *Psychological Reports, 52,* 656.

Stanley, J. C., & Benbow, C. P. (1982). Huge sex ratios at upper end [Letter to the editor]. *American Psychologist, 37(8),* 972.

Stanley, J. C., & Benbow, C. P. (1982). Misleading omission [Letter to the editor]. *Contemporary Psychology, 27(5),* 404.

Benbow, C. P., & Stanley, J. C. (1981). Mathematical ability: Is sex a factor? [A response]. *Science, 212,* 118 & 121.

**Chapters**

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**Grants**

My research program has been continuously funded since 1981 through grants from the National Science Foundation, Department of Education, Spencer Foundation, Atlantic Philanthropic Service, Templeton Foundation, Schmidt Futures Foundation, among others.

**Courses Taught**

Creativity and Genius (Undergraduate)

Developmental Psychology (Undergraduate, enrollment=650 per semester)

Psychological Characteristics of Giftedness (Undergraduate & Graduate)

Seminar on Intellectual Talent (Graduate)

Sex Differences (Undergraduate)

Theories of Intelligence (Graduate)